

# Have Seeds Will Travel

## Project Learning Tree Activity #43

### Program of Studies

#### Science:

- S-P-SI-1(Ask simple scientific questions that can be answered through observations.)
- S-P-SI-2 (Use simple equipment (e.g., aquariums), tools (e.g., magnifiers, spoons), skills (e.g., observing, pouring), technology (e.g., video discs), and mathematics in scientific investigations.)
- S-P-SI-3 (Use evidence (e.g., observations) from simple scientific investigations and scientific knowledge to develop reasonable explanations.)
- S-P-SI-5 (Communicate (e.g., speak, draw) designs, procedures, and results of scientific investigations.)
- S-P-SI-6 (Question scientific investigations and explanations of other students.)
- S-P-LS-3 (Organisms have different structures that serve different functions. These structures are used to sort organisms into groups.)
- S-4-SI-1 (Ask simple scientific questions that can be answered through observations combined with scientific information.)
- S-4-SI-2 (Use simple equipment (e.g., plant lights), tools (e.g., rulers, thermometers), skills (e.g., describing), technology (e.g., electronic media), and mathematics in scientific investigations.)
- S-4-SI-3 (Use evidence (e.g., descriptions) from simple scientific investigations and scientific knowledge to develop reasonable explanations.)
- S-4-SI-5 (Communicate (e.g., graph, write) designs, procedures, and results of scientific investigations.)
- S-4-SI-6 (Review and ask questions about scientific investigations and explanations of other students.)
- S-4-ESS-8 (Earth's surface changes are due to slow (e.g., weathering) and rapid (e.g., volcanic eruptions) processes.)
- S-4-LS-3 (Organisms have different structures that serve different functions. These structures are used to sort organisms into groups.)

## Core Content

### Science:

- SC-E-SI-1 (Ask simple scientific questions that can be investigated through observations combined with scientific information.)
- SC-E-SI-2 (Use simple equipment (e.g., magnifiers, magnets), tools (e.g., metric rulers, thermometers), skills (e.g., classifying, predicting), technology (e.g., electronic media, calculators, World Wide Web), and mathematics in scientific investigations.)
- SC-E-SI-3 (Use evidence (e.g., observations, data) from simple scientific investigations and scientific knowledge to develop reasonable explanations.)
- SC-E-SI-5 (Communicate (e.g., draw, graph, write) designs, procedures, observations, and results of scientific investigations.)
- SC-E-SI-6 (Review and ask questions about scientific investigations and explanations of other students.)
- SC-E-3.1.1 (Things in the environment are classified as living, nonliving, and once living. Living things differ from nonliving things. Organisms are classified into groups by using various characteristics (e.g., body coverings, body structures).)
- SC-E-3.1.3 (Each plant or animal has structures that serve different functions in growth, survival, and reproduction. For example, humans have distinct body structures for walking, holding, seeing, and talking.)